

## Desires

- Non experience - Fighting - Pursuit + Capture.  
Competition  
Hunting  
Curiosity  
Poring  
Speed  
Creativeness.
- Security - Flight + Avoidance of danger.  
Acquisition.  
Imitation (fear of social disapproval)  
Religion
- Response - Socialability  
Courtship + Mating  
Parental love  
Born friendship  
Altruism
- Recognition - Desire for victory  
" " proficiency  
" " to lead.  
Shaminess.  
Desire for recognition, fame.
- Participation - Desire for membership in groups.  
Desire for affiliation with causes.
- Aesthetic - Desire for beauty in color.  
" " " in form.  
" " " in sound.  
" " " in motion  
" " rhythm in general.

## Definitions of Play

- Schiller - The aimless expenditure of exuberant energy.
- Bentley & Muths - The natural exercise & recreation of body and mind.
- Goethe - The natural unfolding of the germinal leaves of childhood.
- Ruskin - Exertion of body & mind, made to please ourselves, without a determined end.
- Spencer - Superfluous actions taking place instinctively in the absence of real actions - Activity performed for the immediate gratification derived, without regard for ulterior benefits.
- Liguori - Play is activity which is in itself free, aimless, amusing or diverting.
- Webster's Dictionary - Any exercise or series of actions intended for amusement & diversion.
- Standard Dictionary - Action without special aim, or for amusement.
- Hall - The motor habits & spirit of the past persisting in the present.
- Brown - Instinctive practice, without serious intent, of activities that will later be essential to life.
- Sturges & Hodsourthy - The manifestation of instincts & tendencies not immediately useful.

- Seshre - Free self-expression for the pleasure of expression.
- Lee - Instinctive activity, looking toward an ideal.
- Demery - Activities not consciously performed for the sake of any result beyond themselves.
- X  
Mullich - What we want to do, because we want to do it.
- X  
Colvin + Bagley - An act performed spontaneously + for no conscious purpose beyond the activity itself.
- Stern - Play is voluntary, self-sufficient activity.
- Patrick - Those human activities which are free + spontaneous + which are pursued for their own sake alone. Interest in them is self-sustaining, and they are not continued under any internal or external compulsion.
- Allin - Play refers to those activities which are accompanied by a state of comparative pleasure, exhilaration, power, + the feeling of self-initiative.
- Curti - Highly motivated activity which, as free from conflicts, is usually, though not always, pleasurable.

● Play - an attitude of mind which may permeate any given human activity.  
Play - is effort in which the satisfactions are in & a part of the activity itself. Play is its own reward & no other inducement is needed. Play is self-expression for its own sake.

Recreation - is a less serious and more passive type of playful activity. Children's play is active & serious. Adult's recreation is leisurely.

Leisure - is freedom from compulsion, freedom to do the things one wants to do.

● Work - is effort performed for outside rewards & satisfactions. The reward is apart from the activity, and is postponed until the activity is completed.

Drudgery - is activity seeming to hold no adequate reward & satisfaction. Drudgery is monotonous effort, having no element of fun, & no satisfying recompense.

## Fundamental Points of Play.

1. Play is activity, not idleness.  
Tramping & dawdling are not play, but a slumping of activity because of lack of interest in it, indicating a loss of play spirit.
  2. Play is not limited to any particular form of activity; it may be neuromuscular, sensory, mental, or a combination of all three.
  3. Value of play in education is due to its power to interest the player, absorb his attention & arouse him to enthusiastic & persistent activity. Education must be active rather than passive.
  4. Play depends upon the motive that impels player to action & the way he thinks & feels about it.  
Play depends on mental attitude, & this changes from day to day.
  5. Play is an attitude of mind.  
Essential characteristic of play is satisfaction in the activity itself.
- Hilpatrick - "When the satisfaction inherent in a specific activity suffices to keep it going, it is commonly called play. If some external compulsion or consideration is necessary to the continuance of the activity, some one of the other terms is considered more appropriate."

## Practical Hints for Play Leaders

1. Make the play snappy + vigorous. Each game should be introduced briefly, played speedily + then ended. Games which drag are uninteresting.
2. Develop idea of play, avoid idea of work - make events interesting, rouse enthusiasm.
3. Order should be maintained. Do not tolerate disorder. Do not maintain too strict discipline. Maintain a happy medium.
4. Bait all horse-play at its first appearance - sign of faulty leadership.
5. Keep players + groups as close together as possible - not too close + not too far away.
6. Always insist on fair play. Do not tolerate unfairness. All arguments promoting good sportsmanship.
7. Keep things moving for entire play period. As soon as one event is finished, the other should be started immediately. Do not let the class rest - enthusiasm will die.

8. Stop a ball before it becomes dead.
9. To introduce a game, name it, put the class in formation to play it, explain it, demonstrate it, ask for questions, start it.
10. Put groups in position with all possible speed.
11. When explaining a game, be clear, talk briefly & to the point.
12. Never try to explain anything until quiet & attention are absolute.
13. In demonstrating a game, have one or two players go through the fundamental processes.
14. By asking for questions, major points are readily cleared up.
15. Once they know the event, start it without delay.
16. Minor faults in play may be corrected while the game is in progress.
17. If an event is going badly stop it, iron out the difficulties & then restart it.

18. Train the players to "Stk, Lsk & Sister" when whistle blows.
19. Know game thoroughly before attempting to teach it.
20. Arrange to have everyone present participate in some way.
21. Most games may be modified to meet equipment available.
22. The introduction of slight variation helps to maintain interest & enthusiasm.
23. In team games & relay races, especially encourage losing teams.
24. All activities should be carried on with relaxation - allow shouting, etc.
25. Players who have finished & are eliminated, should take a definite position on the floor.
26. Establish lines & limits clearly so there can be no mistake.
27. Every unit & team should have own leader or captain. It is much easier to control a mass in this way.

29. Before starting a team game, make sure teams have equal no. Have leaders count players.
30. In team games, make one team small, so they can be identified.
31. Marking may be made, inside with chalk, outside with holes, stones & sticks.
32. In games where there are boundary lines, give penalties for running over the line.
33. For sake of variety, appoint children as leaders, who have special occasion, such as birthday.
34. When throwing games are played out-of-doors, use balls that will not roll far.
35. After a game has been started, not whether it can be improved or not.
36. Team games may be given added interest by arranging teams in different ways.
  - 1) - tall, short, medium.
  - first & alphabet, last half.

37. Look for backward, reticent members & get them into game. Give them encouragement, sense of responsibility & a little success.
38. In introducing a new difficult game have brighter members take part first. Then duller members will catch on later.
39. Instructors should occasionally get into the game - gives enthusiasm. Not too much, she becomes too tired physically.



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